

Appendix table 7-35.

Response to statement, “Scientists don’t get as much fun out of life as other people do”: 2001
(Percentages)

Characteristic	2001
All adults (number = 1,574)	
Strongly agree	3
Agree.....	16
Do not know	8
Disagree	63
Strongly disagree	9
Male (number = 751)	
Strongly agree.....	4
Agree.....	17
Do not know	8
Disagree	61
Strongly disagree	11
Female (number = 823)	
Strongly agree.....	3
Agree.....	16
Do not know	8
Disagree	66
Strongly disagree	8
Less than high school graduate (number = 116)	
Strongly agree.....	3
Agree.....	34
Do not know	8
Disagree	49
Strongly disagree	6
High school graduate (number = 834)	
Strongly agree.....	4
Agree.....	14
Do not know	9
Disagree	65
Strongly disagree	8
Baccalaureate and higher (number = 614)	
Strongly agree.....	1
Agree.....	10
Do not know	6
Disagree	69
Strongly disagree	13
Attentive public to science and technology^a (number = 195)	
Strongly agree.....	5
Agree.....	20
Do not know	7
Disagree	48
Strongly disagree	21

^aTo be classified as attentive to a given policy area, an individual must indicate that he or she is “very interested” in that issue, is “very well informed” about it, and a regular reader of a daily newspaper or relevant national magazine. Individuals who report that they are “very interested” in an issue area but do not think that they are “very well informed” about it are classified as the “interested public.” All other individuals are classified as members of the “residual public” for that issue. The attentive public for science and technology combines the attentive public for new scientific discoveries and the attentive public for new inventions and technologies. Any individual who is not attentive to either of those issues but who is a member of the interested public for at least one of those issues is classified as a member of the interested public for science and technology. All other individuals are classified as members of the residual public for science and technology.

NOTES: Percentages may not add to 100 because of rounding. A few respondents did not provide information about their highest level of education.

SOURCE: National Science Foundation, Division of Science Resources Statistics (NSF/SRS), NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 2001.